DOCUMENT RESUME

ED 155 505 CG 012 446

TITLE	Implementing Title IX and Attaining Sex Equity. Application Materials for Community Groups.
INSTITUTION	National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Women's Program Staff.
PUB DATE	Sep 77
NOTE	50p.; Best copy available; for related documents see CG 012 439-449
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Change Strategies; Community Resources; *Community Role; Elementary Secondary Education; Knowledge Level; Organizational Change; Role Playing; *Sex Discrimination; Workbooks; Worksheets
IDENTIFIERS	*Education Amendments 1972 Title IX; *Sex Equity

ABSTRACT

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Community Groups working with elementary-secondary schools. These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. The materials are organized within two sections: (1) The Community Change Agent and Title 9--Building a Knowledge Base for Change, and (2) The Community Change Agent and Title 9--Building Skills for Change. These participant materials are one component of a multicomponent training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title 9 of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized in 20 regional workshops of the CCSSO's Title 9 Equity Workshops Project. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155505

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS FOR COMMUNITY GROUPS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TITLE IX EQUITY WORKSHOPS PROJECT

COUNCIL OF CHIEF STATE SCHOOL OFFICERS
Suite 701/1201 16th St., N.W.
Washington, D.C. 20036

Field Test Materials
Not For Final Distribution

CG 01 2446

IMPLEMENTING TITLE IX AND ATTAINING SEX EQUITY

APPLICATION MATERIALS
FOR COMMUNITY GROUPS

Prepared for the
Council of Chief State School Officers'
Title IX Equity Workshops Project

by the
Resource Center on Sex Roles in Education
National Foundation for the Improvement of Education

Field Test Materials
Not for Final Distribution

Preface

These participant materials are one component of a multi-component training model developed by the Resource Center on Sex Roles in Education under a subcontract with the Council of Chief State School Officers (CCSSO). The training model is designed to assist education personnel and interested citizens in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in education. The training model will be utilized and tested in the 20 regional workshops of the CCSSO's Title IX Equity Workshops Project. Participant materials for the Project were funded under contract P-77-0139 with the Educational Equity Group of the National Institute of Education, Department of Health, Education, and Welfare. The Title IX Equity Workshops Project is funded under contract 300-76-0456 with the Women's Program Staff, U. S. Office of Education.

These materials are initial drafts prepared for field testing only. They are not the final products to be delivered at the completion of the project. Individuals or groups interested in reproducing these materials should obtain permission from the CCSSO Title IX Equity Workshops Project, as revisions of these materials are continually being made. It may be possible to obtain improved versions for reproduction. The final products will be completed April 1, 1978.

The materials included in this booklet are designed for use by participants in Application Sessions A and B for Community Groups working with elementary-secondary schools. They were developed by Shirley McCune and Martha Matthews. Martha Matthews' time was partially supported by the Ford Foundation. Shirley McCune and Martha Matthews are Co-Editors of the training model. Members of the Resource Center Staff who assisted include Ann Baucom and Ann Samuel.

These materials are organized within two sections:

- The Community Change Agent and Title IX: Building a Knowledge Base for Change--Worksheets for Application Session A for Community Groups

  This section includes all worksheets used by participants during Application Session A for Community Groups.

- The Community Change Agent and Title IX: Building Skills for Change--Worksheets for Application Session B for Community Groups

  This section includes all worksheets ued by participants during Application Session B for Community Groups.

Acknowledgement is given to Sarita Schotta, Project Monitor, National Institute of Education, for the advice and assistance provided in the development of the participant materials for the regional workshops. Acknowledgement is also given to M. Patricia Goins, Project Monitor, Women's Program Staff, U. S. Office of Education, and to Joan Duval, Director, Women's Program Staff for their advice and assistance in the implementation of the contract for the CCSSO Title IX Equity Workshops Project.

Special appreciation is also extended to the twenty subcontractors implementing the model in the regional workshops for their contributions, support, and patience throughout the project.

September 1977

THE COMMUNITY CHANGE AGENT AND TITLE IX:

BUILDING A KNOWLEDGE BASE FOR CHANGE

Worksheets for Application Session A for Community Groups

INFLUENCING SCHOOLS FOR CHANGE:
WHERE HAVE YOU BEEN AND WHERE ARE YOU GOING?

Community Worksheet I

1. What do you see as the most significant changes which have occurred in your community's schools related to the implementation of Title IX and the achievement of sex equity?

2. What do you see as the most important changes which must occur in the future?

3. What steps have you/other concerned citizens or community groups taken in the past to bring about changes in schools related to Title IX implementation and the achievement of sex equity?

4. What steps could you/other concerned citizens or community groups take to bring about these changes in schools in the future?

5. What are your greatest strengths (knowledge, skills, or resources) for working as a community change agent to increase sex equity and Title IX implementation in schools?

6 In what areas would you like to increase your personal capabilities (knowledge, skills, or resources) for functioning as an effective community change agent in this area?

7. What knowledge, experiences, or skills do you hope to gain from this workshop?

8. What knowledge, experiences, or skills could you share with others in this workshop?

ASSESSING OUR KNOWLEDGE BASE FOR CHANGE

Community Worksheet 2

The following questions are designed to help you to assess your knowledge, experience, and skills in working to influence schools for change toward sex equity. Such an assessment can provide information which may help you to clarify goals for your involvement in change efforts, to identify steps which you can take to increase your effectiveness in working for sex equity in schools, and to evaluate your progress in your activities.

There are no "right" or "wrong" answers to the questions. They are provided only as a means of stimulating your thinking about your knowledge in the following areas:

- knowledge of the structure and operation of schools in your community
- knowledge of the community--its organizational, human, and financial resources
- knowledge of the present status of Title IX implementation, of the specific ways that equity is denied students and employees, and of the actions/programs that may be used for the elimination of inequity
- knowledge of your personal goals, motives, skills, and commitment toward working to influence schools toward sex equity

Specific questions are provided in each of these four areas. Please read through and answer the questions the first time to gain an idea of the types of things you already know, the strengths that you bring to change efforts. Then review the questions a second time to determine the types of experiences which you believe could be useful in increasing your knowledge base and subsequent effectiveness as a change agent.

Knowledge of Schools and School System	YES	NO
1. I know the names of the school board members of my community's schools.	___	___
2. I've attended a meeting(s) of the school board.	___	___
3. I know the name of the superintendent of schools in my community.	___	___
4. I know the names of various administrators in the central office and individual schools and their major areas of responsibility.	___	___
5. I know the names of officers/representatives of teacher organizations within the district.	___	___

	YES	NO
6. I have visited a school in my community within the past two years.	___	___
7. I have served on a school-sponsored advisory committee or task force working on some area relating to the schools (e.g., a vocational education advisory council, a citizens' task force on desegregation, a citizens' task force on sex discrimination, etc.)	___	___
8. I have been actively involved in a project which calls for working with the schools in my community.	___	___
9. I have had other experiences which have provided knowledge of schools and the school system in my community (please specify):	___	___

_____

_____

In Summary

I know the structure of the school system:

1	2	3	4	5
Not at all				Very well

I know the personnel and governance of the school system:

1	2	3	4	5
Not at all				Very well

Knowledge of My Community	YES	NO
1. I can identify the organizations in my community that have been most active in the area of human and civil rights.	___	___
2. I've been actively involved with organizations in my community in efforts to achieve equity in education (racial-ethnic equity, sex equity, equity for the handicapped, etc.)	___	___
3. I am identified as a leader in organizations that have been actively involved in efforts to achieve equity in education.	___	___
4. I have general knowledge of the educational leaders or the persons who influence schools in my community.	___	___

	YES	NO
5. I have personal experience in working with educational leaders or the persons who influence schools in my community.	___	___
6. I have knowledge of the organizational resources in my community (finances, programs, publications, etc.).	___	___
7. I have had other experiences which have provided knowledge of my community and its organizational, leadership, and financial resources (please specify):	___	___

_____

_____

In Summary

I know the organizations/individuals who occupy leadership positions in my community:

1	2	3	4	5
Not at all				Very well

I know the organizational, human, and financial resources for my community which are most relevant to educational concerns:

1	2	3	4	5
Not at all				Very well

Knowledge of and Experience with Title IX Implementation and Sex Equity Concerns

Title IX Implementation	YES	NO
1. I have a good working knowledge of Title IX and its implications for schools.	___	___
2. I have reviewed the nondiscrimination policies of my community's schools.	___	___
3. I know the name of the Title IX coordinator for my community's schools.	___	___
4. I have attempted to obtain a copy of the institutional self-evaluation of my community's schools.	___	___
5. I have reviewed the institutional self-evaluation of my community's schools.	___	___
6. I have attempted to obtain a copy of the Title IX grievance procedure which has been adopted by my community's schools.	___	___

	YES	NO
7. I have reviewed the Title IX grievance procedure being used by my community's schools.	___	___
8. I have requested/reviewed reports of Title IX implementation activities in my community's schools.	___	___
9. I have had other experiences which have provided knowledge of Title IX implementation in schools in my community (please specify):	___	___

_____

_____

In Summary

I have general knowledge of the Title IX regulation and its implications for schools:

1 2 3 4 5
No knowledge Extensive knowledge

I have specific knowledge of the Title IX implementation and other steps which have been taken in my community's schools:

1 2 3 4 5
No knowledge Extensive knowledge

Sex Equity Concerns	YES	NO
1. I have personal knowledge (through experiences with advisory groups, community change efforts, or personal experience) of sex discrimination and/or sex bias in my community's schools.	___	___
2. I have secondary knowledge (through reports of others, knowledge of studies, student accounts, etc.) of sex discrimination and sex bias in my community's schools.	___	___
3. I have worked with a community group(s) that has been working to change schools with respect to sex equity.	___	___
4. I have organized/trained others to work for equity in schools.	___	___
5. I have had other experiences which have provided me knowledge of sex equity concerns (please specify):	___	___

_____

In Summary

I have experience or knowledge about the general issues of equity in schools (race or sex equity):

1 2 3 4 5
No knowledge A great deal of knowledge

I have specific knowledge of sex discrimination and sex bias and the ways it is manifest in schools:

1 2 3 4 5
No knowledge A great deal of knowledge

Knowledge of Personal Goals and Skills

The reasons that I am interested in working to develop nonsexist schools in my community are:

___I want my own children to benefit.

___I feel strongly that all children need better preparation for dealing with changing roles of women and men.

___I want to improve the educational services of the schools.

___I want to work with my organization and help it achieve its objectives (e.g., NOW, AAUW, WEAL, YWCA, NCNW, NAACP, Commission on the Status of Women, professional associations, local groups, etc.).

___I want to do something that has lasting impact.

___Other (please specify): _____

_____

The skills which I can bring to change efforts include:

___I can organize persons to work cooperatively on an area of common interest.

___I can identify and involve a variety of community resources relevant to efforts to achieve sex equity.

___I can communicate effectively in writing.

___I can communicate effectively in large groups.

___I can communicate effectively in small groups.

___I can design research, analyze data, identify conclusions and develop recommendations.

___I have established contact with media resources in my community.

___I can provide consultation and information on Federal and State nondiscrimination laws and the procedures for using these laws.

___I can design and implement specific educational programs to increase sex equity in the schools.

___I can organize and conduct training programs and workshops dealing with sex equity in education.

___I can analyze budget documents and identify areas of discrimination and/or bias in student programs or employment.

___I can _____

___I can _____

Summary

Based on my assessment, I feel that:

1. My primary strengths for working to influence schools in my community are:

2. I would like to strengthen my capabilities in the following areas:

   Knowledge:

   Experiences:

   Skills:

3. I can do the following things to increase my capabilities in these areas:

MONITORING TITLE IX IMPLEMENTATION IN OUR COMMUNITY'S SCHOOLS: ESTABLISHING A BASELINE

Community Worksheet 3

This worksheet outlines an initial structure for monitoring a local school district's implementation of the requirements of the regulation to implement Title IX. It is organized around the five required compliance procedures specified in the regulation; assessment of a district's implementation of these procedures can provide valuable baseline data for the design of continuing monitoring efforts.

These five compliance procedures include:

- Notification of policy--School districts are required to take specific and continuing steps to notify applicants for admission, students, parents, employees, and all labor organizations holding agreements with the agency of its compliance with Title IX.

- Designation of responsible employee--School districts are required to designate at least one employee to coordinate compliance efforts and investigate any complaints of discrimination. Students (and parents of elementary-secondary students) and employees must be notified of the name, office address, and phone number of this employee.

- Development of a grievance procedure--School districts were required to adopt and publish grievance procedures providing for the resolution of student and employee complaints of violations of Title IX.

- Completion of institutional self-evaluation--By July 21, 1976, school districts were required to complete an institutional self-evaluation which called for the following activities:

  - evaluating their policies, programs, and practices for areas of noncompliance with the Title IX regulation

  - taking corrective steps to eliminate any discriminatory policies, programs, or practices

  - taking steps to remedy the effect of any forms of identified discrimination or noncompliance with the Title IX regulation

- Submission of a Title IX compliance assurance form to the Office for Civil Rights--School districts must submit assurances of Title IX compliance to the Office for Civil Rights as a condition of Federal funding. Form 639 was developed for this purpose; all districts should have this form on file with OCR at this time.

Effective implementation of these procedures is particularly important because these procedures establish a structure for all subsequent Title IX implementation efforts. The institutional self-evaluation should provide a data base from which schools can plan necessary change efforts and assess their progress. The notification of policy and the maintenance of the Title IX grievance procedure provide mechanisms for involving all students and employees in the identification and resolution of Title IX implementation problems as they arise. Designation of a Title IX coordinator should ensure that at least one employee is responsible for the systematic monitoring of implementation on a continuing basis.

Substantive areas for monitoring are suggested by the areas delineated in the section of this checklist entitled "The Self-Evaluation--the Content." These reflect major school program areas in which continuing monitoring is likely to be required.*

It is recognized that it is unlikely that you will know answers to all of the questions; they are intended to help you to determine the further information you need for identifying action priorities for your schools. When you do not know the answer to a question, try to identify possible sources of information (such as school records, publications, school staff members, etc.) or methods of obtaining information which you might utilize in seeking the answer to the question. By using the worksheet in this way, you can identify not only the specific Title IX-related information which you will need to assess compliance, but also the information on sources and methods for data collection which you will need to increase your monitoring effectiveness.

The questions on the checklist may also be used outside the workshop to assist you in collecting and analyzing data regarding Title IX implementation in your community's schools.

Some of the questions reflect actual compliance requirements specified in the Title IX regulation; others reflect steps which are not explicitly required by the regulation but which are basic to effective implementation of the required compliance procedures. If you are using this worksheet as a basis for communication with schools, you should be aware of this distinction. The minimal compliance requirements are those which are specified in the Title IX regulation itself; if you are in doubt as to the origin of any question, you should refer back to the summary of the regulation provided in the Participant's Notebook.

* Note: Substantive questions which may be utilized in assessing compliance with various programmatic provisions of the Title IX regulation are contained in "Evaluating Title IX Compliance in your School District: An Introductory Checklist for Community Groups," which is provided in the reference materials accompanying these worksheets.

Notification of Policy	Yes	No	Source for/Method Obtaining Information
1. Do all parents, students, and employees annually receive a notification of the district's policy of Title IX compliance and nondiscrimination on the basis of sex?	___	___	_____
2. Have labor organizations and district subcontractors received a notification of agency nondiscrimination policy?	___	___	_____
3. Does the nondiscrimination policy of the agency appear in official publications and documents?	___	___	_____
Designation of Responsible Employee			
1. Have all students and employees been provided with the name, office address, and phone number of the Title IX coordinator?	___	___	_____
2. Have the job responsibilities of the Title IX coordinator been clearly specified and communicated to all staff, students, and parents?	___	___	_____
Development of a Grievance Procedure			
1. Has your district adopted and published a grievance procedure?	___	___	_____
2. Does your school's grievance procedure contain sections or portions which specify the procedures to be observed in the following areas:			
- the initiation and filing of grievances?	___	___	_____
- the processing of grievances?	___	___	_____
- basic guidelines and/or procedural rights?	___	___	_____
3. Is the existence of a grievance procedure generally known to employees, students, and parents?	___	___	_____

Completion of Institutional Self-Evaluation	Yes	No	Source for/Method of Obtaining Information
1. To the best of your knowledge, has your district completed a self-evaluation to identify and correct any sources of possible non-compliance with the requirements of the Title IX regulation?	___	___	_____
2. Have you examined a copy of the self-evaluation or of the description of modifications and remedial steps taken as a result of the self-evaluation?	___	___	_____
3. Who was involved in the institutional self-evaluation?	___	___	_____
- Members of governance	___	___	_____
- Administrators	___	___	_____
- Instructional staff	___	___	_____
- Counseling staff	___	___	_____
- Students	___	___	_____
- Community representatives	___	___	_____
- Others	___	___	_____

The Self-Evaluation--The Content

1. Does the institutional self-evaluation specifically cover:			**
• student access to courses:	___	___	_____
- course admission requirements?	___	___	_____
- graduation requirements?	___	___	_____
- disproportionate course enrollments?	___	___	_____
• vocational education:			
- programs?	___	___	_____
- materials?	___	___	_____
- tests and instruments?			
• student treatment:			
- behavior and dress codes	___	___	_____
- extracurricular activities	___	___	_____
- employment assistance?			
- health services/insurance benefits?	___	___	_____
- honors and awards?	___	___	_____

** Note: The first step for obtaining this information would be to obtain a copy of your district's institutional self-evaluation. On these items you may wish to consider ways of obtaining information which would make it possible for you personally to assess sex equity in each of these areas.

	Yes	No	Method of Obtaining Information
• policies, programs, and practices related to student marital or parental status?	___	___	_____
• athletics and competitive sports?	___	___	_____
- student activities and progams?	___	___	_____
- personnel practices?	___	___	_____
• financial assistance to students?	___	___	_____
• employment policies and practices related to:			
- recruitment/selection?	___	___	_____
- promotion, tenure, layoff, application of nepotism policies?	___	___	_____
- rates of pay; extra-duty compensation?	___	___	_____
- job assignments and classification?	___	___	_____
- fringe benefits?	___	___	_____
- leaves of absence, including child-bearing leave?	___	___	_____
- terms of collective bargaining agreements?	___	___	_____
2. Does your school's self-evaluation clearly specify the documents, publications, etc. which were examined during the review process and indicate the criteria used in examining each?	___	___	_____
3. Does your school's institutional self-evaluation include objective data to support its conclusions, e.g.			
- list of course enrollments by sex?	___	___	_____
- description of athletic programs by sex?	___	___	_____
- surveys of student athletic interests?	___	___	_____
- analysis of disciplinary action by sex over a specified period of time?	___	___	_____
- listing of texts and counseling instruments used, with information on male/female norms, scales, etc.?	___	___	_____
- other (please list)	___	___	_____
_____	___	___	_____
_____	___	___	_____
_____	___	___	_____

	Yes	No	Method of Obtaining Information
4. Does your school's institutional self-evaluation specify actions taken/to be taken whenever non-compliance is identified:			
- corrective steps?	___	___	_____
- remedial steps?	___	___	_____
5. Are these steps generally:			
- appropriate?	___	___	_____
- sufficient?	___	___	_____

The Self-Evaluation--The Process

1. Are the procedures and criteria used in the self-evaluation clearly specified?	___	___	_____
2. Are the persons from whom information was requested clearly specified?	___	___	_____
Did they include:			
• persons with diverse responsibilities and levels of responsibility in each of the areas evaluated:			
- administrators?	___	___	_____
- instructional/counseling staff?	___	___	_____
- support staff?	___	___	_____
• persons representing the various schools in the district?	___	___	_____
• students?	___	___	_____
• community members?	___	___	_____
3. Were all concerned persons in the district notified of the institutional self-evaluation and invited to submit any information they considered relevant?	___	___	_____

The Self-Evaluation--Follow Up

1. When corrective or remedial steps were required, were timelines and staff responsibilities for their implementation clearly specified?	___	___	_____
2. Were staff responsibilities for monitoring the implementation of these steps clearly specified?	___	___	_____

	Yes	No	Method of Obtaining Information
3. Have all specified steps been implemented according to appropriate timelines?	___	___	_____
4. Are periodic updates of the institutional self-evaluation planned or conducted?	___	___	_____
5. Is your school's institutional self-evaluation or a record of modifications and remedial steps available for review and comment by interested persons?	___	___	_____

Your School's Institutionsl Self-Evaluation--Making Improvements

1. Based on your answers so far, do you see any ways of improving your institutional self-evaluation to increase its usefulness in the district?

   Improvements in content:

   Improvements in process:

   Improvements in follow-up:

2. Is there any further information which would be helpful to you in improving your school's institutional self-evaluation?

Submission of Assurance Form

1. To your knowledge, has your school submitted the assurance form required from the Office of Civil Rights certifying Title IX compliance? ___ ___ _____

Summary and Implications--Your Schools' Title IX Implementation

1. After answering the above questions, what strengths can you identify in your schools' implementation of Title IX?

2. What weaknesses do you identify in your schools' implementation of Title IX?

3. What compliance actions need to be taken by your schools? Which of these do you see as highest priority?

Summary and Implications--Your Monitoring Effectiveness

1. After answering the above questions, do you see any ways of improving your collection of information?

   Improvements in sources of information:

   Improvements in methods of obtaining information:

2. Do you see any needs for improving your ability to analyze the information you've collected?

3. What needs do you see for continuing monitoring acitivities?

THE COMMUNITY CHANGE AGENT AND TITLE IX:

BUILDING SKILLS FOR CHANGE

Worksheets for Application Session B for Community Groups

INFLUENCING SCHOOLS FOR CHANGE:
ROLE PLAY SITUATIONS

Community Worksheet 4

Situation -- Role Play 1

You requested a copy of the Title IX self-evaluation for your school district and were distressed to discover the way in which the district's Title IX institutional self-evaluation was implemented.

Each administrator was simply asked to evaluate his or her area for violations of Title IX and to write a letter to the Title IX coordinator stating whether any violations were found and what steps were being taken to correct the violation. No questions or criteria for evaluation were specified. In most cases, the administrators submitted a letter which stated that no evidence of sex discrimination had been uncovered; in a few cases administrators said that they noted that few girls took shop and few boys took home economics, but that they were assuming that this was simply a matter of student preference which required no action on their part.

On the basis of your experience with the schools you are convinced that violations of the regulation could be identified throughout the school district. Identification of these violations would require a more complete self-evaluation, including analysis of class enrollments, of student and employee handbooks, of allocations of budget, etc. You also feel that this more complete self-evaluation should also examine possible racial-ethnic discrimination.

When you ask to meet with the Title IX coordinator, and he learns that you want to discuss the self-evaluation, he tells you that he is too busy at the moment and that the evaluation is completed and no major problems were identified. Therefore, you arrange to meet with the superintendent, Dr. Holmes.

Situation -- Role Play 2

The school board in your district approved and appointed a special committee to assist in the design and implementation of the Title IX institutional self-evaluation. This committee included two community members and several members of the school district staff. When the self-evaluation was completed, the school staff disbanded the committee. There were numerous remedial actions recommended in the self-evaluation, and you feel the committee should be maintianed in order to allow the community an official voice in the carrying out of the remedial actions. The position of the administration is that while they appreciate the time and assistance provided by the community members during the self-evaluation, the task of carrying out the remedial actions is that of the school personnel. Community members should no longer have anything to do with Title IX implementation. You are going to meet with the president of the school board to ask him to reinstate the special committee to continue Title IX monitoring

efforts with special emphasis on the identification of needed programs and on the provision of information regarding sex equity efforts to the larger community.

Situation -- Role Play 3

You are aware that there is a sex-stereotyped pattern of student participation in extracurricular activities in the high school in your town. You go to the principal and point out that the math club, the debate team, and the chess club are made up entirely of male students and sponsors and that the cheerleading and pep squads, the Future Teachers of America, and the staff of the literary magazine are composed exclusively of female students and sponsors.

The principal's position is that participation in an extracurricular activity is something that students do based on their own interests. He says that it would be not only a waste of time to try to do something about it, but also wrong to try to manipulate students into participating in something they didn't really care about.

Situation -- Role Play 4

Members of the Education Committee of your community organization have completed a study of sex and race stereotyping in the reading, mathematics, and science books for the first eight grades in your community's schools. The committee conducted an extensive analysis of the books and found evidence of pervasive sex and race stereotyping, especially in the mathematics and science books.

Members of the committee would like to make a presentation of their findings to elementary teachers who are using the books. After an attempt to meet with the superintendent, they have been referred to Ms. Jordin, the Title IX coordinator.

During a preliminary telephone call to Ms. Jordin, they were told that the content of textbooks and instructional materials was not covered by Title IX and there was little that could be done. However, after some discussion, Ms. Jordin agreed to meet with a representative of the committee to hear the findings of the analysis.

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 1

Community Worksheet 5

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
• Was there an acknowledgment of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a non-accusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 2

Community Worksheet 6

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
• Was there an acknowledgment of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a non-accusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 3

Community Worksheet 7

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
• Was there an acknowledgment of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a non-accusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

INDIVIDUAL ANALYSIS OF ROLE PLAY SITUATION 4

Community Worksheet 8

As you work individually, consider the following:

Read through the role-playing situation given and then consider the following questions:

1. In what way(s), if any, does Title IX relate to the situation outlined?

2. What further information do you need, if any?

3. What specific actions or changes would you like to see the school district undertake?

4. If you don't receive a satisfactory response from school personnel, what actions/alternatives are open to you?

After the role playing, consider the following:

	Yes	No
• Was there an acknowledgment of appreciation to the school representative for making time available or was some other effort made to enter the frame of reference of school personnel?	___	___
• Was the concern/problem stated directly in a non-accusatory manner?	___	___
• Was there an attempt to clarify points of agreement and disagreement regarding the problem?	___	___
• Was a specific "yesable" request made of school personnel?	___	___
• Was there an effort to establish a follow-up action with the school staff person?	___	___

What were the strengths of the way the situation was handled?

In what ways could the effectiveness of the conversation have been improved?

ANALYZING CHANGE STRATEGIES--FORCE FIELD ANALYSIS

Community Worksheet 9

The change that I would like to see in my school related to the implementation of Title IX and/or the achievement of sex equity is:

What is to be changed?

Who is to be changed?

How is the change to occur?

When will the change occur?

Where will the change occur?

Affecting the possibility of this change are the following:

Restraining Forces — Driving Forces

Actions that I can take as a community member to:

Weaken the Restraining Forces	Strengthen the Driving Forces

ACTION PLANNING GUIDE

Community Worksheet 10

Successful community change efforts require careful thought and planning. We need to be clear about what we want to accomplish and the ways we are going to achieve our goals. There are many ways we can think about the steps that are necessary in action planning. Listed below is one outline of the steps involved in planning change efforts.

STEP ONE - <u>identify the problem</u>	A. assess your interests B. collect information C. find out who's interested
STEP TWO - <u>develop a plan</u>	A. formulate your change goal(s) B. analyze the forces for and against change C. identify possible actions/strategies D. select action steps E. assign responsibilities F. develop timelines
STEP THREE - <u>do your homework</u>	A. prepare for the specified actions B. see the right people C. involve relevant groups D. continue to collect information E. continue to assess plan F. make necessary modifications/ adaptations
STEP FOUR - <u>implement your plan</u>	A. carry out specified actions B. adapt plans if necessary
STEP FIVE - <u>evaluate and follow-up</u>	A. assess the outcome of your actions (positive and negative) B. identify necessary follow-up steps C. determine the goals for the next actions

The following questions are designed as a means of helping you to think about each of these steps and to develop an initial action plan. (<u>In the time allotted during the workshop, try to work through the first three steps</u>. You should find the questions which pertain to steps four and five useful when you return to your own community.)

ACTION PLANNING GUIDE

Step One--Identify the Problem

A. Assess your interests

What are the concerns/problems/interests related to Title IX implementation/sex equity in schools to be addressed in your action plan?

B. Collect information

What information is available which either documents the problem or provides information as to the actions which should be taken?

How can it be obtained?

C. Find out who's interested

What other groups/persons in the community are interested in the problem?

How can they be identified?

Step Two--Develop a Plan

A. Formulate your change goals

What is the goal of your action efforts; what change do you wish your schools to implement?

What is your specific goal? Refine your goal statement by answering:

- What change do you wish to make?

- Whom do you want to change?

- How will you bring about the change?

- When will the change be accomplished?

- Where will the change be accomplished?

Now, write a goal statement which includes each of the above.

Step Two--Develop a Plan

B. Analyze the forces for and against change

What are the major forces which can support the change (driving forces) or inhibit the change (restraining forces)

Driving Forces	Restraining Forces

Questions which may assist you in identification of forces include:

- Who will be involved or affected by the change, and how will they perceive it?

- Who will support change efforts? How will they show it?

- Who will oppose changes? How will they show it?

Step Two--Develop a Plan

C. Identify possible actions/strategies

What action steps could be developed by community members/groups for:

Strengthening driving forces	Weakening restraining forces

Step Two--Develop a Plan

D. Select action steps

List the major action steps identified and the consequences of employing each.

Action step	Consequences	
	Desirable	Undesirable

After evaluating the action steps which one(s) are you going to implement?

Step Two--Develop a Plan

E. Develop timelines and assign responsibilities

List the action steps which you will utilize to achieve your goal; the individual or group responsible for each, and the timetable for completion of each.

Action	Responsibility	Date to be Completed

Step Three--Do Your Homework

A. Prepare for the action steps

What things do you need to prepare?

B. See the right people

Who do you need to see to test your ideas, enlist their cooperation, or inform them of your plans?

Who will take responsibility for seeing these persons? When will these contacts be completed?

C. Involve relevant groups

Which groups need to be contacted/involved in your action efforts?

How are you going to involve them? By what date?

D. Continue to collect information

What information should be collected? Who will collect the data? By what date?

Step Three--Do Your Homework

E. Continue to assess the plan

What problems/omissions can you now identify in your action plan?

F. Make necessary modifications/ adaptations

What modifications/adaptations should be made in your plan? What are the implications of these changes?

Step Four--Implement your plan

A. Carry out specified actions

What portions of your plan were fully implemented?

What portions were not implemented?

B. Adapt plans if necessary

What adaptations may need to be made?

Step Five--Evaluate and Follow-up

A. Assess the outcomes of your actions

What were the outcomes?

Positive	Negative

B. Identify the follow-up steps

What are the next steps for action?

What did you learn from your experience?

C. Determine goals for the next actions

Appendix

INFLUENCING SCHOOLS FOR CHANGE
SAMPLE ROLE PLAY SITUATION ANALYSES

Community Worksheet 5A (through 8A)

The following represent sample responses or answers to the questions posed on the first pages of Community Worksheets 5-8. Each relates to one of the role play situations outlined in Community Worksheet 4. They are not comprehensive; they are designed to suggest the types of responses which would be appropriate.

Role Play Situation 1

Title IX Implications

The Title IX regulation does not prescribe standards for the implementation of an institutional self-evaluation. However, it is in the best interests of the local district to ensure that sources of discrimination are identified. If questions remain as to the adequacy of the institutional self-evaluation, it would be wise to update the evaluation effort.

District Actions

Specific actions for the district might include:

- implementation of a training program to train personnel in the identification of sex discrimination and bias
- organization of study to update the institutional self-evaluation through additional data collection and analysis
- formation of a task force which includes community persons with expert knowledge in the area of sex equity to organize and conduct the updating of the institutional self-evaluation

Community Action Alternatives

Alternative actions include:

- organizing information/influence campaigns (mail, telephone, or personal calls) to urge school board members to mandate an updated institutional self-evaluation
- working with a community group or task force to conduct a study of Title IX implementation in the schools and publicizing the results
- identifying specific violations of the Title IX regulation and filing a grievance (if permitted by grievance procedure)
- identifying specific violations of the Title IX regulation and filing a complaint with OCR
- holding community hearings on Title IX implementation in the schools
- requesting clarification of the person to whom Title IX inquiries should be addressed and/or the responsibilities of the Title IX coordinator

Role Play Situation 2

Title IX Implications

Community involvement in monitoring of self-evaluation efforts is not required by the Title IX regulation. (Many districts have mandated such involvement as a means of ensuring the adequacy of self-evaluation.) Similarly, there is no legal requirement for a self-evaluation regarding race discrimination.

District Actions

Specific actions might include:

- development of an ongoing task force which includes community members to monitor Title IX implementation and progress and problems related to sex and race equity
- development of specific advisory committees to assist with various aspects of Title IX implementation and sex and race equity programs
- development of a public information program to disseminate regularly information regarding Title IX compliance and sex/race equity efforts to concerned members of the community

Community Action Alternatives

Alternative actions include:

- contacting the superintendent and volunteering to establish an advisory committee(s) to assist with Title IX implementation and sex and race equity programs
- urging the school board (through information/influence campaigns) to establish a community/school advisory committee(s) to "watchdog" Title IX implementation and sex/race equity programs
- convening an independent group to monitor Title IX implementation and sex/race equity efforts and to publish periodic reports to the community

Role Play Situation 3

Title IX Implications

The Title IX regulation specifically prohibits the differential treatment of students in extracurricular activities on the basis of sex (§86.31 a,b). In addition, recipients of Federal funds must take specific and continuing steps to notify students of a policy of nondiscrimination on the basis of sex. (§86.9a)

Because it is unlikely that the total sex-segregated pattern of participation would be the result of student interest, consideration must be given to the possible effects of past discrimination. Efforts should be made to take actions which would remedy the effects of past discrimination.

District Actions

Specific actions might include:

- developing a nondiscrimination policy and/or policy guidelines regarding student participation in extracurricular activities and disseminating guidelines to all students and staff
- initiating special efforts to recruit students of the excluded (or self-excluded) sex into sex-segregated activities

Community Action Alternatives

Alternative actions include:

- meeting with school board members and urging that a report be made on the Title IX notification procedures and the progress made in Title IX implementation
- meeting with central office staff and/or the superintendent to discuss the problem and urging a district-wide notification of policy and other efforts to eliminate sex segregation in extracurricular activities
- working with student groups and developing actions to inform female and male students of their right to participate in all extracurricular activities
- informing students and parents of the rights of students to nondiscrimination and the availability of the grievance procedure
- informing students and parents of the provisions of Title IX and the use of the Federal complaint process
- offering to sponsor demonstration efforts which could illustrate nondiscriminatory recruiting and programming of student activities

Role Play Situation 4

Title IX Implications

Nothing in the Title IX regulations requires or prohibits the use of particular textbooks or curriculum materials (§86.42). In releasing the draft of the Title IX regulation, Secretary of Health, Education, and Welfare Caspar Weinberger stated that HEW was aware of the damaging effects of sex stereotyping in textbooks and instructional materials. Coverage of textbooks and instructional materials was not included due to possible conflicts with the First Amendment. HEW urged that state and local educational agencies take steps toward the elimination of stereotyping in textbooks.

District Actions

Specific actions might include:

- developing a program of in-service training for instructional personnel which can assist them in identifying and combating the sex and race stereotypes found in textbooks and instructional materials

- allocating a portion of the library and textbooks budget allocations for the purchase of nonsexist, nonracist materials

- developing district guidelines for the purchase of nonsexist, nonracist textbooks and instructional materials and ensuring that they are disseminated to all staff with responsibility for their selection and purchase of materials

Community Action Alternatives

Alternative actions might include:

- sponsoring a workshop on bias in textbooks and instructional materials for school personnel

- working with teacher groups to develop programs of curriculum resource development or inservice training which can assist teachers in combating race and sex bias

- developing and disseminating bibliographies or other curriculum resources which can assist teachers in combating race and sex bias